

Western Oregon University

**Digital Commons@WOU**

---

Honors Senior Theses/Projects

Student Scholarship

---

Spring 2021

## **Effective ESOL Practices: Are ESOL Teaching Strategies Accessible to Non-ESOL Endorsed Teachers?**

Camille E. Rickis

Follow this and additional works at: [https://digitalcommons.wou.edu/honors\\_theses](https://digitalcommons.wou.edu/honors_theses)

---

# **Effective ESOL Practices**

---

## **Are ESOL Teaching Strategies Accessible to Non-ESOL Endorsed Teachers?**

**By**  
**Camille E. Rickis**

**An Honors Thesis Submitted in Partial Fulfillment of the  
Requirements for Graduation from the  
Western Oregon University Honors Program**

**Dr. Jessica Dougherty,**  
**Thesis Advisor**

**Dr. Gavin Keulks,**  
**Honors Program Director**

**June 2021**

## **Acknowledgements**

I would like to extend my gratitude to my advisor, Dr. Jessica Dougherty, for her guidance throughout my project and helping me achieve all of my goals. Her support, feedback, and encouragement made this possible.

I would also like to extend my thanks to Dr. Gavin Keulks, Honors Program director, who gave me so much guidance in the planning stages of this project and helped me develop a project that I would be so passionate about.

And finally, I would like to thank my family, friends, and my fiancé for their continued support. Thank you for always being a sounding board and for believing in me and in this project.

## Table Of Contents

TITLE PAGE	
ACKNOWLEDGEMENTS.....	2
ABSTRACT.....	4
CHAPTER 1.....	5
<b>Introduction</b> .....	5
<b>History of ESOL Education in the U.S.</b> .....	7
CHAPTER 2.....	11
<b>Literature Review</b> .....	11
<b>Strategies from ESOL Instructional Models</b> .....	11
<b>Translanguaging as an ESOL Strategy</b> .....	16
<b>Potential Barriers and Overcoming Them</b> .....	18
<b>Conclusion</b> .....	22
CHAPTER 3.....	24
<b>Project Rationale</b> .....	24
<b>Project Design</b> .....	26
<b>Project Explanation</b> .....	28
CHAPTER 4.....	30
<b>Conclusion</b> .....	30
BIBLIOGRAPHY.....	32
APPENDIX.....	35

**Abstract**

There is a lot of research and recent knowledge regarding how Emergent Bilinguals (EBs) can best be taught content-based material and the English language in their K-12 schooling; however most of this knowledge is being taught only to ESOL endorsed teachers, bilingual teachers, or other ELD specialists who work with EBs directly. The truth is that every single teacher will have an EB in their class at some point in their career, and for most teachers that will be many more than just one student. I want to explore how the existing strategies that are known to be successful are being used by teachers who do not have training in ESOL and whether they can be made more accessible and seem more possible for these teachers who do not have a background in second language education. To do this, I will first examine what these most current strategies are. Through this examination, I am going to determine where the strategies can be modified to be accessible and realistically implemented by teachers who have less experience with ESOL or bilingual education. With these modified strategies, I will create the *Sheltered Strategies Toolkit*, a website that will show examples of how these tools can be implemented in the mainstream classroom. The *Sheltered Strategies Toolkit* will make it clear how the modified instructional methods can be put to use by all teachers, and will give me invaluable experience and knowledge as I gain a deeper understanding of the effective ESOL practices and how they can be used in my own future classrooms.

## CHAPTER 1

### Introduction

When it comes to research-based strategies for teaching, it can seem as though every person has a differing view or opinion, to the extent that there are contradictions within the research. In this project, I will examine the research and strategies that are specific to teaching English as a Second or Other Language (ESOL) to students that are Emergent Bilinguals (EBs). Though an ESOL endorsement is something that teachers can earn to be officially qualified to work with EBs, this endorsement is not required for all teachers and therefore many teachers have different levels of knowledge regarding research and strategies for working with EBs. Although not all teachers have ESOL endorsements, all teachers will teach EBs in their careers, which is why it is important for all teachers to have access to instructional methods that will support EB learning.

Through my examination of research based strategies for teaching ESOL, I will be discussing instructional methods that non-ESOL endorsed teachers may not have had training in. The goal of this project is to use the examination of the literature to create an ESOL effective practice website called the *Sheltered Strategies Toolkit* containing instructional methods that are realistic and accessible for teachers who have not been formally trained in ESOL strategies. The website would help these teachers be able to implement ESOL tools in their classrooms to improve the education of their EB learners immediately. Part of

what makes a strategy realistic and accessible is fully understanding how it would look when implemented in the classroom. The *Sheltered Strategies Toolkit*, which culminates as a result of the examination of literature, will give teachers who do not have much background knowledge on teaching EBs a really clear idea of what each instructional method is, how it would look in their classroom, and what the benefits would be. A lot of literature and research aims to cover one or two of these elements; the *Sheltered Strategies Toolkit* will cover all three in a concise way.

In the school district where I grew up, and where I will be a teacher myself after graduating, 28% of students are EB learners. As a future teacher of EB learners, I feel fortunate to have had the opportunity to take courses towards my ESOL endorsement because I have had the opportunity to learn strategies and develop skills that will help me teach all of my students. I feel that through this project, I will have the opportunity to expand my understanding of ESOL sheltered strategies in a way that will help me apply them in my future classrooms with all students from different backgrounds. With the abundance of strategies and research that exists, my deepest belief is that it is of the utmost importance for teachers to self-reflect about the instructional methods they are using and truly consider what will work best and how, rather than blindly listening to whatever is "trendy" at the moment. With this project, I will achieve this goal myself and my

hope is that I can encourage other teachers to do the same, regardless of whether they have had training in ESOL education.

### **History of ESOL Education in the U.S.**

Before diving into the slow progression of ESOL educational strategies in the United States school systems, it is important to point out that English is not and never has been the official or national language in the United States. The people in power who made English the norm across the country were immigrants, just as many EBs and their families are now.

Classrooms that do not adopt any kinds of strategies or accommodations for teaching EBs use what is called a “sink-or-swim” approach. EB students in these classrooms are treated exactly the same as their English-speaking peers without extra language and content support in that mainstream class, which leaves them flailing in the water to either fail or succeed. Not surprisingly, many EBs fail in these programs. Nationally, according to the United States Department of Education, “14 percent of ELs in grade 4 were at or above proficient in mathematics and 9 percent were at or above proficient in reading on the 2017 NAEP ... For each grade and subject, ELs were far behind the proficiency rates of non-ELs” (US Department of Education, 2018). One huge reason for these discrepancies is due to the lack of support, or sheltered instruction, provided to students in order to help them learn the content even though they may not



understand the language being used. Even though there is now an abundance of research and strategies to provide these supports for students, there are still classrooms where teachers are not using these strategies, which is reflected in the numbers from the U.S. Department of Education.

These sink-or-swim classrooms were not only the norm but also the expectation across the country up until 1968 when the Bilingual Education Act, or Title VII of the Elementary and Secondary Education Act (ESEA) was passed federally. This act “is noted as the first official federal recognition of the needs of students with limited English speaking ability” (Stewner-Manzanares, 1988 pg. 2). The passing of this act provided resources and incentives for schools and school districts to begin implementing educational programs and strategies to accommodate learning for the EB students, who were at the time referred to as students with Limited English Speaking Ability (LESA). Along with strategies for teaching EB learners, this act also began to introduce the idea of teaching in languages other than English. As more research was conducted as to how to better support EBs, and as other laws and policies around the country began to change, this act was reauthorized, or modified, four times. Today, this act is more commonly referred to as Title VII, and supports the equal access to education of EB students. This equal access largely takes the form of ESOL instructional methods that increase EB student's access to the learning during lessons. These

strategies are commonly taught in ESOL trainings and programs, and will be the tools in the *Sheltered Strategies Toolkit* that I create as a culmination of this project.

There were minimal supports given to EBs in prior titles of the ESEA, but prior to 1968, the education of EBs was not prioritized in the country or even in the classrooms; although there was a lot to be changed about this act over the years as it was reauthorized over and over again, the passing of this act on a federal level was the catalyst that the country needed to begin to take a closer look at the additional needs of EB students in the schools. Although this act did change over the years and is not the same today as it was in 1968, it is important to understand the progression that was occurring at that time to be able to recognize other policies, acts, and court cases that arose as a direct or indirect result. If we as educators can understand that progression, it may help us to understand the way in which we can continue to progress today.

One court case that was inspired by this Bilingual Education act of 1968 was *Lau v. Nichols* of 1974, a Supreme Court case in which over 2,000 Chinese-American students and their families in San Francisco brought to light the fact that there was nothing being done by the schools to ensure that EBs were being given equal access to education. These students were suffering through the sink-or-swim type programs, in which they were not thriving because there was

no system in place to support the students who were sinking. The Supreme Court in this case ruled in their favor, which was a monumental decision for the progression of support for EBs in the school districts.

There is a significant lasting effect from this court case ruling. To this day, districts are required to create a plan that outlines the specific ways the teachers, administration, and support staff in the schools will be accommodating learning to make it accessible to EBs in the same way it is to all other students. These are often called English Learner Plans, or Lau Plans. They are required to be updated every couple years, and they include research-based theories and strategies such as the pedagogy that will be suggested in the *Sheltered Strategies Toolkit*.

Lau v. Nichols set the groundwork for districts to begin this work of making learning accessible for all students, but the truth is that most teachers are never asked to read through the Lau plan, or have any part in creating this document.

There is a lot of work that needs to be done in ensuring that teachers understand the strategies that have been put in place, and are capable of implementing them. Through this project, I will be researching some of the sheltered strategies that are deemed effective by educational research and creating an *Sheltered Strategies Toolkit*. This will be a tool and resource for any teacher, regardless of training in ESOL strategies, to help them implement ESOL instructional methods in every type of program and within a variety of Lau plans.

## **CHAPTER 2**

### **Literature Review**

There is endless existing research about how to best teach Emergent Bilinguals, and it seems like every person has a different opinion on what is best and how EBs will most effectively receive both the content and the ESOL education. With that being said, there are strategies and instructional models that are considered by many to be effective and are taught commonly, however the way these are taught, explained, and used can be very different.

### **Strategies from ESOL Instructional Models**

Among the many ESOL instructional models being recommended to teachers are SIOP (Sheltered Instruction Observation Protocol) or GLAD (Guided Language Acquisition Design). These program models are not so much strategies for teaching EBs as they are a collection of strategies paired with developmental and pedagogical theories to justify them and explain why they should work together. For the sake of this project, it is really important to take a look at GLAD and SIOP because they contain a lot of sheltered strategies that can be used outside of these instructional models.

The SIOP model places a large focus on the academic language of the students, along with an emphasis on sheltered instructional strategies. One way teachers following this model are encouraged to do this is by providing the students with language objectives to go along with every lesson (Kareva, 2013).

The purpose of the language objectives is two-fold; on one hand, the language objectives help the students to know what is expected of them as they perform linguistically in some capacity, and on the other hand having a language objective helps the teacher remember to focus on some aspect of language in every lesson. Language objectives are created using two elements; a language form and a language function. Language forms are the grammatical structures of words or phrases, which can be things like verb tense, conjunctions, or comparative adjectives. Language functions are the purpose or goals of language being used, which can be goals such as to explain, to sequence, or to compare. Language objectives are a statement, similar to learning objectives, that include the language form that will be used to help students achieve the language function.

One of the core beliefs behind the SIOP program model is that language is and should be treated as the backbone to every lesson. While the teachers using this model are free to use different instructional methods to teach the content as they see fit, teachers are also expected to use these tools and more to explicitly teach the academic language from the lesson. This program model is backed by research which was done by the National Center for Research on Education, Diversity & Excellence (CREDE) in a 7-year study, and it is endorsed by school districts all over the United States (Kareva, 2013).

Along with these language objectives often comes an element of direct vocabulary instruction, which can be critical in allowing students to understand the curriculum. For students who have been exposed to English at home their whole lives, there will be a lot of “new” academic vocabulary that is actually already more or less familiar to them, but EBs often do not have that sense of familiarity with new words in English. Direct vocabulary instruction is suggested for that reason by the SIOP model. Frontloading of vocabulary is one way to expose students to the vocabulary right away in a way that will increase their understanding of the content. Frontloading of vocabulary is when teachers think about the language that will come up in a lesson that may be new or important, and rather than teach the language as it comes up, teach all those new and important words at the very beginning. This prepares EB learners for what is to come, and increases their comprehension of the content as it is taught so that their access to the content is comparable to that of their peers.

The GLAD program model has the exact same goals as the SIOP model (which are to allow EB learners access to both language and content instruction to the same extent as their peers), however the way of getting to that goal is different in some ways. The GLAD program focuses on connecting the content of the lesson to the students’ background and prior knowledge rather than to academic language. There is still an emphasis on making content-area lessons

accessible to EB learners, however this is done largely through these connections to prior knowledge as well as visuals such as graphic organizers (Lara, 2011). This model is backed by research that claims that students who are able to connect a lesson to some previous knowledge or experience will be able to have a deeper understanding of it, especially if these students are EB learners who may not connect with the English language in the same way that other students will. This is one example of a sheltered strategy recommended by GLAD, and there are others that are recommended by both GLAD and SIOP to increase EB learners' access to content-area instruction, such as modeling and visuals. The GLAD program model is recommended in many parts of the United States, and particularly in California by the California State Superintendent (Lara, 2011).

The GLAD program model also has an emphasis on vocabulary acquisition, but recommends the teaching of vocabulary in a more physical and visual manner. Graphic organizers are used to help students make connections to other words that they are already familiar with, which can help students understand academic vocabulary more holistically as well as the relationships between words and content. There are many types of graphic organizers to support the learning of academic vocabulary in different ways. Total Physical Response (TPR) is another vocabulary instructional method which encourages students and teachers to utilize body movements to stimulate the brain to remember words and their

meanings based on the movements. These strategies both work to help students make connections between academic vocabulary in order to foster long-term learning.

Both of these research based instructional models are used by educational professionals all over the United States. While these two programs have some pedagogical differences, many strategies within both serve to achieve the same goals, and actually can be used in conjunction with one another. For example, both models encourage the learning of high-level academic vocabulary and recommend different instructional methods for doing so, which are all backed by research and can be clearly understood and used by teachers.

Within instructional models such as the SIOP and GLAD models, there are countless strategies which teachers can use to achieve the desired results, and while they are instructional models which teachers can take courses on and be certified in, the methods used as a part of these models can be implemented by any teacher to the benefit of EBs, even without the entire instructional model. Strategies for vocabulary acquisition, language development, and sheltered instruction are specifically the areas from which teachers can draw some excellent tools to use.



## **Translanguaging a Sheltered Strategy**

There are also ESOL strategies that aim to bridge or connect an EBs home language to English. These are called cross-linguistic strategies, and one of these instructional methods that is commonly mis-understood is called translanguaging. Translanguaging is a concept which can be defined as "using resources from different languages together, with very little regard for what we might call the 'boundaries' of named languages ... using elements of each language together to communicate more effectively" (Cable et al., 2016). Many scholars, such as Ofelia Garcia, speak of the concept of translanguaging very highly because it encourages the development of students' home language along with English in a way that teaches students how all of their languages can work together. In Garcia and Wei's (2014) work *Translanguaging and Education*, the authors explain how the idea of using all of one's languages in conjunction can be turned into an instructional method for use in a classroom.

This work emphasizes the importance of translanguaging, both in general and as a classroom tool. Their writing states that, "translanguaging requires a deeper understanding than just translating as it moves from finding parallel words to processing and relaying meaning and understanding" (Garcia & Wei, 2014, p. 64). In other words, translanguaging helps students connect words to significance, which things like vocabulary lists often do not accomplish. It also

requires language usage on a much deeper level than simply translating because the person who is translanguaging may switch back and forth between languages quite often as words feel “right”, which shows an understanding for the core meaning of the word rather than just the definition, because definitions of words in different languages can be identical and yet their usage completely different.

A counter-argument that some scholars have provided as a reason that translanguaging may be detrimental to an EB learner is because the mixture of the two or more languages can cause a learner of English to not be able to differentiate between their home language and English. This is an idea that has long been perpetuated in the American school system, especially evident when one looks at how common it was in many states and school systems for the speaking of Spanish to be banned in schools. Garcia and Wei counter this argument in their work, saying, “While it is important to put the minority language alongside the majority language, thus ensuring for it a place in powerful domains, it is important to preserve a space, although not a rigid or static place, in which the minority language does not compete with the majority language” (Garcia & Wei, 2014, p. 74). English in the United States will always be the majority language, and Garcia and Wei (2014) do not argue that there is a time and place when speaking and interacting in English only may be necessary for students. However, they acknowledge the fact that students also need the

reminder that their home language is just as important as English is even though it may not be the majority, and that it deserves to have spaces where it need not compete, but rather be used in conjunction with one another to build understanding and unity of the two (Garcia & Wei, 2014). In the classroom, this can help to challenge the idea of any majority or minority languages and allow the emphasis to be on communication and learning, regardless of the language in which it takes place.

From this evaluation of the Gracia and Wei (2014) text, it is clear that it has proven the importance of translanguaging in the classroom as well as in any multilingual person's life. However, this book is titled *Translanguaging and Education*, so another question to ask is, "Does this text explain how a teacher could utilize translanguaging as a strategy in the classroom?". Quite simply, the answer is no. A teacher may still benefit greatly from learning all of the positives associated with translanguaging, but then what they will be missing is how to put this into action in their classroom. Since this concept can be complicated, especially for a mono-lingual person, it is important that teachers have strategies and are given examples of how they can be used in real classrooms.

### **Potential Barriers and Overcoming Them**

One barrier for teachers who are not educated in ESOL education is not knowing how to utilize certain ESOL tools in a classroom. Another obstacle, which

is prevalent in the literature surrounding ESOL education, is the narrative that makes strategies inaccessible for certain types of teachers. An example of this type of language exists in *Effective Practices that Matter for Latino Children* (Huerta & Brittain, 2010). This text cites a lot of relevant research and contains statistics to support the use of certain strategies and concepts that are excellent to consider when teaching EB learners. However this text also has some problematic statements, which can prevent certain readers from continuing, or from feeling capable of teaching Latino students at all. In this text, Huerta and Brittain (2010) state that the best teachers of Latinx students “[have] seven years of teaching experience as bilingual teachers and are fully credentialed” (p. 383). For a non-ESOL endorsed teacher, a first-year teacher, or even a non-Spanish speaking teacher reading this paper, this statement would be very discouraging because it implies that there are qualities out of reach that are necessary to teach latinx students, or even all EB learners, effectively.

What a statement like this has the potential of doing is to discredit all of the other information in this source that has to do with real, acquirable skills that can make one a great teacher of EB learners. One of the focuses of this article is on the importance of teachers understanding the cultures of the students they are teaching. Along with being bilingual, seasoned teachers, this text says that effective teachers of Latinx students are also, “Knowledgeable of the sociocultural

aspects of their students' lives and the communities they serve" (Huerta & Brittain, 2010, p. 383). In this statement, by putting the emphasis on culture rather than on language, the power of being a good teacher has returned to any teacher who cares enough to put the time into getting to know their students and backgrounds.

Culture and community play a huge part in every person's life, and students who are in a minority deserve to have those cultures understood and celebrated. Huerta and Brittain (2010) understand that a teacher can give a student this feeling of acceptance, and this can create a culture between the teacher and the student and on a whole-class level that will improve the learning of all. And it can be such an easy thing for any teacher to accomplish. But when this statement is preceded by one that limits who can help a certain group of students, all the teachers who do not fit into that category feel like they no longer have the power to become an effective teacher of EB learners. This is why the suggestions surrounding how strategies are designed needs to be carefully arranged, because the purpose of ESOL education training is to encourage each and every teacher to learn how to teach the EB learners in their classrooms rather than limit this group of qualified teachers to those who are bilingual. Perhaps the way ESOL education is advertised overall needs to change to encourage each and

every teacher to receive that training. This can start by changing the language in the literature.

Of course, some literature is already starting to make these changes and incorporating strategies and language that is inclusive of all teachers, but a problem remains, which is that there is still an abundance of research based strategies that differ in many ways, and it can seem very intimidating for a teacher to be presented with all of these and feel the need to choose, or to use all of them simultaneously. One of the most important things for a teacher to do, whether they are feeling overwhelmed in this way or not, is to get to know their students on an individual level, as a part of the class, and as a part of the larger community. A positive relationship with students and a positive classroom culture can make it easier to know what ESOL strategies are needed, and how to implement them in a way that will benefit the EB students in the class.

One resource for connecting to students' culture in order to create more effective instruction is an article titled *10 Ways to Create a Better Classroom Culture* by John Dewis (2016). Dewis (2016) is the perfect article to be read in conjunction with the explanation in the Huerta and Brittain (2010) text of why sociocultural aspects of student's lives are so important in the classroom because it gives 10 concrete and clear ways to start incorporating it and allowing students to feel like there is a community within the walls of the classroom. The 10 ways

outlined here include “Don’t stick to your guns. You gain authority by being flexible. Give yourself permission to change your mind publicly in response to what students say”, and “Don’t hide race or class hoping to steer around difficulty. More security comes when you’re able to discuss anything. There is no final word on these topics” (Dewis, 2016). These and the others are clear, and well-explained. When these strategies work, EBs feel comfortable to share their struggles or differing views on anything happening in the class, and mutual respect is fostered. Students thrive when they feel respected and feel like their teacher will do everything they can to be empathetic to their needs. Teachers can also learn more about the students in their class and which strategies will help their EBs learn the best.

## **Conclusion**

Based on the evaluation of this literature and existing research, it seems clear that the issues that still exist within ESOL strategies are the way they are presented to teachers and the limited number of teachers that are exposed to these instructional methods. Instead of modifying the strategies themselves, for my *Sheltered Strategies Toolkit* I need to modify the way in which these tools are presented to educators. The problem lies in the fact that teachers who want to use ESOL instructional methods, but who are not ESOL endorsed, need to locate resources and do their own research. There is not one document or article that

can tell a teacher everything they need to know about an ESOL tool that is easy to understand and does not assume prior knowledge or experience. My project will aim to modify the way the instructional methods are explained and presented in order to solve this problem, and create a one-stop resource for teachers in need of information about a whole array of sheltered strategies.



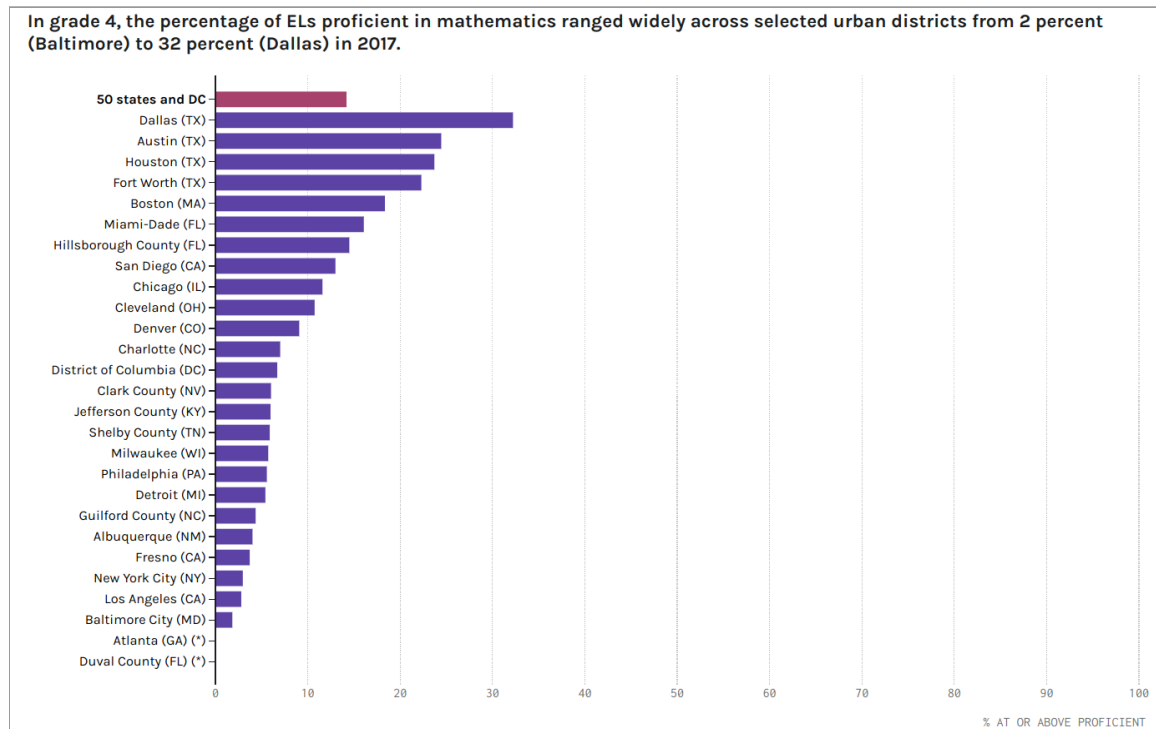
## CHAPTER 3

### Project Rationale

The history of ESOL education has been spotty and inconsistent, but the future of it need not be. As we learn more about what EB students need and how they can best be helped, our strategies will continue to strengthen and improve, and the best thing to do is to make these ESOL theories and instructional methods more widespread and well known.

Based on statistics from the 2017-2018 school year from the National Center for Education Statistics, 64% of all teachers in the United States had at least one EB in their classroom, and many of those teachers have several EBs. Within that 64% of teachers who taught EB students, only 45% completed any courses on how to teach these kinds of learners. To me, this statistic is appalling. Restated, this means that 55% of teachers who teach EB learners have never received training to inform them on how to teach these students. Schools with a high number of EBs are constantly underperforming on state tests, and now we need not wonder why. When students are not given the support they need, when they are subjected to a sink-or-swim model of a classroom with no ESOL support, they have a much harder time achieving at the same rate as their peers. Below is a graph from the U.S. Department of Education of the percentage of fourth grade EB students scoring at or above proficient on a standardized test in mathematics

in 2017. For reference, the amount of all students nationally, EBs and non-EBs, that were at or above proficient was 40%.



Even though so many teachers have not taken courses on ESOL education, those teachers can still benefit from explanations and descriptions of strategies that they can realistically implement, even with their more limited experience in ESOL education. This is the purpose for my project. Many teachers do not have the time or resources to continue their education in ESOL instructional practices, but through this project I can provide a resource for teachers that can be beneficial and give students the access to education they deserve, which will in turn help EB learners gain proficiency in all content areas, which should not

require knowledge of any certain language in order to demonstrate learning gains.

### **Project Design**

In order to create the *Sheltered Strategies Toolkit*, I am going to look at the literature that I reviewed and determine the categories in which there are essential tools which teachers with any ESOL training can implement into their classrooms to support their EBs. I have decided to create this *Sheltered Strategies Toolkit* in the form of a website; websites are easy to access and navigate for teachers all over the United States, and through the use of a website I will have the ability to link resources, pictures, or even videos of strategies being used.

The first category that will be a part of my *Sheltered Strategies Toolkit* is vocabulary strategies. There are many different ESOL instructional methods for teaching high-level academic vocabulary to students that work really well for all students, and some teachers may be using these already without realizing it. I will include several of these strategies in order to give teachers new ideas of how to teach vocabulary in a way that is accessible for EBs at all levels of English language proficiency. Knowing academic vocabulary helps students learn content-area instruction, which leads into the next category that will be part of the website.

Sheltered instruction strategies are tools that teachers use to allow EBs to understand content-area instruction without modifying or altering the content at all to make it “easier”. Sheltered instruction strategies can be used in the instruction of any content-area, and there is a very wide variety of instructional methods that fall under this umbrella. Some of the other categories discussed here, such as vocabulary strategies, are actually almost a sub-category of sheltered strategies; these are pedagogy that make concepts clearer without relying on words or language, and can be simple strategies like pictures, movements, charts, or even songs.

The next section of the toolkit is language acquisition strategies, which are used for incorporating high-level academic language instruction into every lesson, regardless of the content-area. Every lesson includes language demands of some kind, and when we do not acknowledge those demands students with more limited language ability, such as EB students, are excluded from that lesson. The language acquisition strategies included in the *Sheltered Strategies Toolkit* will allow teachers to recognize the language demands of a lesson and help the students achieve those language goals along with the content-area of instruction.

Cross-linguistic strategies seem like the most difficult to many teachers, especially those who are unfamiliar with the home languages of their EB students. Cross-linguistic strategies in the classroom involve the use of an EBs

home language alongside English in some capacity to promote learning and comprehension. Even though this can seem intimidating, the strategies in the toolkit show that even monolingual teachers can implement cross-linguistic strategies in a way that will allow their EBs to develop upon their learning and recognize all of their linguistic and cultural assets.

### **Project Explanation**

It was very important to me in creating this *Sheltered Strategies Toolkit* that any viewers were provided with a “what”, “why”, and “how” for every tool, because these three elements are often not all found in the same resource when looking for information on ESOL strategies, even though they are all very important to know when deciding which tools to implement in the classroom and what will work best for a group of students. With that being said, it is important to explain the “what”, “why”, and “how” of the *Sheltered Strategies Toolkit* as a whole.

This website is a collection of instructional methods for teachers to implement in the classroom that will support EB students in whatever the content or language goals are. The *Sheltered Strategies Toolkit* is broken into several categories, which are sheltered instruction strategies, language acquisition strategies, vocabulary strategies, and cross-linguistic strategies. Within each section is a description of these types of instructional methods as a whole, along

with several specific examples of what these strategies would be. For each strategy is a “what”, “why”, and “how” for readers to reference, along with visuals when applicable.

The *Sheltered Strategies Toolkit* is very effective because it acts as one place where teachers can quickly find out all they need to know about effective, research-based strategies for teaching EBs. The sections and individual strategies are well explained, and do not assume the readers have had any training in ESOL education; this resource is truly for anyone looking to incorporate some extra tools to support EBs into the classroom. I decided upon a website because the educational world is digitizing more and more, and with the distance learning that came along with the COVID-19 pandemic this is especially true. Teachers access digital tools and resources daily, and my *Sheltered Strategies Toolkit* can become one of those useful tools as well.

The way teachers will be able to use this website is simple. I designed the *Sheltered Strategies Toolkit* so that teachers in need of a certain type of instructional method can choose the category or type of strategy they are looking for, and once clicking on that section it will bring them to a page where they can read the “what” of each method before clicking to find out more about the “why” and the “how”. The process I used to design this website is outlined in the “Project Design” section immediately prior to this section.

## CHAPTER 4

### Conclusion

It is possible for all teachers to implement ESOL strategies into their lessons regularly. All of the instructional methods discussed in this project and in the *Sheltered Strategies Toolkit* are critical for EB students, but also benefit non-EB students as well. Teachers can also benefit from using these instructional methods because they will actually be able to reach EB students academically in a way that is a lot more successful than other strategies.

The history of ESOL education is recent, as the existence of speakers of languages other than English in the United States school systems were all but ignored until just over 50 years ago. For this reason it is so important that there is such an emphasis places on ESOL strategies; so many teachers still do not have training on how to teach EB students because there has not been enough of an emphasis on this in this country, but learning about the strategies that exist and are realistic and useful can keep the tides turning in the right direction rather than standing still.

From this project, it became evident that there are ESOL strategies that are within different categories, and all of these categories support EB students in different ways in the classroom. Strategies for vocabulary, language acquisition, sheltered instruction, and cross-language were the categories of ESOL tools upon

which I placed the emphasis of this project, and within the *Sheltered Strategies Toolkit* are specific strategies within each category.

My goal for this project was to first evaluate where strategies could be modified to be more accessible, and the biggest fault that I found was the abundance of research and difficulty to find consistencies that also explain the what, how, and why of each instructional method. Based on that research, my subsequent goal was to create a resource that would provide teachers with everything they would need to know about those effective ESOL strategies, including what they are, why they are useful, and how to use them. My website, the *Sheltered Strategies Toolkit*, includes all of those elements, and my hope is that teachers with any amount of training in ESOL education are able to use this resource to implement some new strategies into their classrooms and make a positive impact on the education of emergent bilingual students in the United States.



## References

- Cummins, J. (2001). *Language, power and pedagogy: Bilingual children in the crossfire*. Clevedon, UK: Multilingual Matters.
- Delpit, L. D. (1992). *Acquisition of literate discourse: Bowing before the master?* Theory into Practice, 31(4), 296-302.
- Dewis, J. (2016, September 2). 10 Ways to Create a Better Classroom Culture. Retrieved October 7, 2019, from <https://www.nais.org/>
- Cable, C., Chalmers, H., Driver, C., Leedham, D., Leung, C., Macleroy, V., Monaghan, F., Murphey, V., Nancarrow, P., Pieris, N., Trzebiatowski, K., Stobbs, N., & Vazquez, M. (2016). *What is translanguaging?* EAL Journal. <https://ealjournal.org/2016/07/26/what-is-translanguaging/>.
- Garcia, O. & Wei, L. (2014). *Translanguaging: Language, Bilingualism, and Education*. Basingstoke: Palgrave Macmillan.
- Hill, J. D., & Miller, K. B. (2013, November). *Classroom Instruction That Works with English Language Learners, 2nd Edition*. ASCD.org. <http://www.ascd.org/publications/books/114004/chapters/Academic-Language.aspx>.
- Huerta, T., & Brittain, C. (2010). *Effective practices that matter for Latino children*. In E. Murillo, S. Villenas, R.T. Galván, J. Sánchez Muñoz, C. Martinez, & M.

- Machado-Casas (Eds.), *Handbook of Latinos and Education: Theory, Research, and Practice* (pp. 382-399). NY: Routledge.
- Kareva, V., & Echevarria, J. (2013). Using the SIOP Model for Effective Content Teaching with Second and Foreign Language Learners. *RedFame: Journal of Education and Training Studies*, 1(2), 239–248.
- Lara, M. F. (2011). *GLAD -The Guided Language Acquisition Design*. BEP Network. <https://sites.google.com/site/bilingeduc/pages-and-groups/principios-metodologicos/glad--the-guided-language-acquisition-design>.
- MOSAIC. (2013). University of Pittsburgh School of Education. Retrieved from <http://mosaic.pitt.edu/scaffdiffinstruc.html>.
- NCES. (2019). Digest of Education Statistics, 2019. National Center for Education Statistics (NCES) [https://nces.ed.gov/programs/digest/d19/tables/dt19\\_209.42.asp](https://nces.ed.gov/programs/digest/d19/tables/dt19_209.42.asp).
- NCES. (2019). English Language Learners in Public Schools. Retrieved from [https://nces.ed.gov/programs/coe/indicator\\_cgf.asp](https://nces.ed.gov/programs/coe/indicator_cgf.asp).
- Stewner-Manzanares, G. (1988). The Bilingual Education Act: Twenty Years Later. *New Focus, Occasional Papers in Bilingual Education*, (6), 2–9.
- U.S. Department of Education. (2018). Academic Performance and Outcomes for English Learners. <https://www2.ed.gov/datastory/el-outcomes/index.html>.

YouTube. (2012). *Total Physical Response (Tpr)*. YouTube.

<https://www.youtube.com/watch?v=1Mk6RRf4kKs>.

YouTube. (2018). *I Do, We Do, You Do (Making Rice)*. YouTube.

<https://www.youtube.com/watch?v=xEkISDTFcf0>.

## Appendix

A selection of screen grabs from the *Sheltered Strategies Toolkit*, which can be found at <https://esol-toolkit.weebly.com/>.

Sheltered Strategies Toolkit

# Sheltered Strategies Toolkit.

In the United States, 64% of all teachers have at least one Emergent Bilingual in their classroom, and that number is rising every year. Among those teachers, only 45% have taken **any** courses on how to effectively teach this growing group of students. This website of effective ESOL practices provides concrete strategies in several areas that any teacher, regardless of ESOL training, can implement in their classroom to help those Emergent Bilinguals learn and succeed.

Within this website are four categories within which are specific strategies to achieve a common goal. For each strategy on this website, there is a "what", "why", and "how". With all three of these elements together for every strategy, educators reading this will have a holistic understanding of each and every strategy in order to make the most informed decisions about what will work for their class and what to experiment with.

- **WHAT:** The "what" section of each strategy gives a brief explanation of what the strategy is. It explains what it would look like if it were to be used in the classroom, and what it is used for.
- **WHY:** The "why" section of each strategy seeks to help educators understand why each strategy is an effective one. Often in the education world, teachers are told to do certain things and teach in certain ways and are not always informed of the reason. As an educator, I know I always strive to understand what I am doing and whether it is working, and I know how important that is to other educators as well.
- **HOW:** The "how" section of every strategy is the longest, and that is because it has the most important information: how to actually implement each strategy into the classroom. So much research goes into depth on the what and why, but it is a lot more difficult to find cut and dry information on how to implement a strategy into a classroom in a way that seems possible and realistic. For each strategy there are ideas, sub-strategies, links for more resources, and even visuals or videos to help educators understand the "how".

Figure A1

Sheltered Strategies Toolkit

# Strategies.

**VOCABULARY STRATEGIES**

**COGNATES**  
elephant elefante  
artist artista  
circle círculo

**CROSS-LINGUISTIC STRATEGIES**

**SHELTERED INSTRUCTION STRATEGIES**

I agree because \_\_\_\_\_.  
I disagree because \_\_\_\_\_.  
Additional evidence that supports this idea is \_\_\_\_\_.

**LANGUAGE DEVELOPMENT STRATEGIES**

Figure A2

**Sheltered Strategies Toolkit**

## Vocabulary Strategies.

Vocabulary strategies are designed to teach Emergent Bilinguals high-level academic vocabulary in a way that is easy to understand, easy to make connections to, and improves the comprehension of the content area instruction. The strategies outlined on this page are just some of the ways to make vocabulary instruction more accessible for the Emergent Bilinguals in your classroom.

### Frontloading

**WHAT is this strategy?**  
Frontloading vocabulary is when a teacher directly teaches the academic vocabulary to the students at the beginning of a lesson or a unit. This allows students to have an understanding of the new academic vocabulary *before* those words appear in the content instruction.

[LEARN MORE](#)

### Graphic Organizers

**WHAT is this strategy?**  
There are many types of graphic organizers that are designed to help students connect academic vocabulary to prior knowledge, other vocabulary, or even visual representations. Connecting vocabulary words to all of these elements, not just the definition, can help students build a holistic understanding in context.

[LEARN MORE](#)

### Total Physical Response (TPR)

**WHAT is this strategy?**  
TPR is a way to help students link the academic vocabulary to physical movements through the use of repetition of these movements by the students and teacher during instruction. This leads to long-term memory of the vocabulary as well as an improved comprehension of the

### Word Sorts

**WHAT is this strategy?**  
Word sorts are a way for students to manipulate the vocabulary words and terms into groups and categories in order to understand the words and their relationships in relation to the other words and terms. These can be fun, interactive ways for students to build upon the ability to

Figure A3

**Sheltered Strategies Toolkit**

## Frontloading.

**WHY should I use this strategy?**

Teaching vocabulary **before** the words come up in a lesson, unit, or text allow students to have context as they learn. According to Mary Murray Stowe, "by giving students explicit instruction in vocabulary, teachers help them learn the meaning of new words and strengthen their independent skills for constructing meaning from text" (Stowe, 2009). For emergent bilinguals, this is especially important because it can harder for these students to make inferences about meaning in their L2.

**HOW do I use this strategy?**

There are many ways to frontload academic vocabulary before a lesson or text. The most important step, regardless of the way in which the frontloading of vocabulary is taking place, is for the teacher to preview the material and identify any words that may be a challenge or that will be new for most students. These words may come from a text, a video, or simply the words the teacher will use as they teach. Once the list of words is compiled, the teacher can begin to plan for the direct instruction of the words.

Marzano and Pickering (2005) identified six steps for academic vocabulary instruction, several of which could take place in the frontloading stage. The six steps are:

1. Teacher provides a description, explanation, or example of the new term.
2. Students restate the description in their own words.
3. Students construct a graphic representing the term.
4. Students engage in activities that add to their knowledge of the term.
5. Students discuss the terms with one another.
6. Teachers engage students in games that allow play with the terms.

While all six of these steps could take place as a part of frontloading and be very helpful for the students, realistically doing all six of these *before* beginning a lesson would take a very long time. Steps 1 and 2, however, should always take place as part

Figure A4

Sheltered Strategies Toolkit

Total Physical Response.

WHY should I use this strategy?

Total Physical Response (TPR) is using physical actions or movements to represent vocabulary words or commands. For many students, adding this **kinaesthetic** element to vocabulary words can help students both comprehend and remember the words. This is because the use of actions and movement along with academic vocabulary stimulates both the left and right sides of the brain, which promotes better learning. For emergent bilinguals, TPR is especially important because the language alone often does not reach them, but many movements and motions are universally understood and can help emergent bilinguals understand a concepts and even express themselves **non-verbally** with more ease when needed.

TPR is also fun and entertaining for many students, especially those in elementary school. Students are encouraged to stay still for most of the school day, and especially for younger students some movements that are encouraged will be a welcome mix-up to the school day. Doing the TPR movements can be a fun and silly way to encourage students to move while promoting their learning at the same time, and when students are having fun, laughing, and smiling, they are often learning more and in a way that will last.

HOW do I use this strategy?

The first thing to do for a teacher interested in implementing TPR into their vocabulary instruction would be to identify the words to be taught using TPR. Once the **list of words** is established, the next thing to do would be to determine the movements or hand motions to correspond with each term. Many teachers will mentally compile this list of words and actions and then teach them to the students directly, and other teachers may choose a **collaborative approach** in which the teacher presents the students with each word and as a class come up with an action or movement for each.

Regardless of the way in which the TPR is being created, it is important to teach the students the terms and actions through **direct instruction, modeling, and repetition**. Emergent bilinguals, those with a lower English proficiency level especially, will benefit from the opportunity to watch and listen to the terms and TPR and then have a chance to reproduce the physical actions before being asked to reproduce the verbal language. Below is a video that shows an example of TPR being used in a real classroom, as well as a further explanation of why this strategy works.

12

Total Physical Response (TPR)

Watch later Share

Figure A5

Sheltered Strategies Toolkit

Cross-Linguistic Strategies.

Cross-linguistic strategies are strategies that link English with an emergent bilingual's home language. These strategies can do many positive things in the classroom, including allowing students to utilize their linguistic assets to help them learn, and allowing them to feel validated in speaking a language other than English. In this section are a few strategies and theories that can help emergent bilinguals utilize their home languages in the classroom.

Translanguaging

**WHAT** is this strategy?

Translanguaging is an act that can be defined as "using resources from different languages together, with very little regard for what we might call the 'boundaries' of named languages ... using elements of each language together to communicate more effectively" (EAL Journal, 2016). There are strategies using translanguaging that can be implemented in the classroom to allow students to access content with less language barriers.

LEARN MORE

Cognates

**WHAT** is this strategy?

Cognates are words in two separate languages that are very similar in semantic, morphological, and phonological structure. Languages that share origins tend to share a great number of cognates as well, such as Spanish and Portuguese. Helping emergent bilinguals recognize cognates between their home language and English can help them build their vocabulary with ease and build their ability to decode the meaning of some new words.

LEARN MORE

Figure A6

Sheltered Strategies Toolkit

# Translanguaging.

## WHY should I use this strategy?

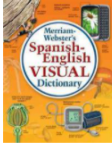
Translanguaging is really important to encourage and make space for in the classroom because it is something that all bilingual people do, regardless of their proficiency in their second language, and can be used to promote critical thinking and help students make meaning of the lessons as well as their world. In the United States, there is a history of schools denying EBs the ability to speak their home language at all in schools, and research has found that this is incredibly detrimental to them. EBs have **linguistic assets** that they bring with them to school even when they have no English at all, but when the home language is not recognized it can make the student feel ignorant and as though their language and culture is irrelevant. This does not foster a positive learning environment.

Translanguaging **celebrates all of the students' linguistic abilities** and allows them to be used in the same space to accomplish goals while still valuing the differences. Language is a big part of who we are as humans, and a teacher who values and encourages a student's home language to be used in the classroom will allow that student to feel like they belong and can use the resources they have to learn.

## HOW do I use this strategy?

There are many ways to incorporate translanguaging into the classroom without the teacher having to be bilingual in any of their students' home languages, two of which are below. But the most important thing for a teacher to do is to **attribute value to all EBs home languages**. To do this, teachers should encourage students to use their home language in appropriate settings and circumstances that will help them achieve both content and language goals. The strategies below are just two of the many ways that a teacher could incorporate translanguaging into lessons while having no or limited knowledge of the students' home languages.

### Bilingual Dictionaries



Bilingual dictionaries can be provided to EB students as long

### Multilingual Collaborative Groups

There are many ways that students can work together in small groups using their home languages in some capacity. These groups work best if students can be in groups or even partnerships with **students who have the same home language and varying degrees of English proficiency**. Once students are in their homogeneous language groups, the teacher can instruct the students to use different languages for different tasks.

One example would be to instruct students to brainstorm an idea or topic in their shared home language, and then write about these ideas in English. This allows students to do a lot of the **critical thinking and talking in their home language**.

Figure A7

Sheltered Strategies Toolkit

# Sheltered Instruction Strategies.

Sheltered strategies are strategies that are used in English to teach content at a high level without being inaccessible to the EB students in the class due to language. These strategies, also referred to as forms of scaffolding, are some of the ways to make content-area instruction easy to understand for EBs without sacrificing rigorous content.

### Anchor Charts

**WHAT is this strategy?**  
Anchor charts are made on poster paper, and teachers design them to be created alongside the students as whole group instruction and participation. Anchor charts are generally colorful and have different visuals to represent or organize the content, and once they have been created anchor charts stay in the classroom for students to look at when they need review or a reminder.

[LEARN MORE](#)

### Visuals

**WHAT is this strategy?**  
Visuals can look many different ways in the classroom, including photographs, drawings, TPIs, graphs, realia, or even videos. Visuals are used alongside instruction to represent the concepts and to give students a visual way to think about the topics or ideas.

[LEARN MORE](#)

### Modeling

**WHAT is this strategy?**  
Modeling is a strategy that teachers use where they complete the activity or task that they expect the students to do in order to give students an example. Modeling is a strategy that can and should be used in conjunction with most other strategies, and many teachers do this

### Graphic Organizers

**WHAT is this strategy?**  
Graphic organizers are a visual tool that can be used for students to visually organize information about vocabulary or content. These can differ in language demands, and can be completed by students as a whole group, in small groups, or individually. Graphic organizers come in a wide variety of

Figure A8

Sheltered Strategies Toolkit

# Visuals.

### WHY should I use this strategy?

Using visuals allows EBs to understand concepts or words easier than they would be able through the use of English. When students see an image or drawing next to a word, they are able to make sense of that word; this is the same logic as to why children's book have pictures in them. Children learn from pictures, and this logic should be extended to EB students. Visuals also make lessons **more interesting and fun** for students, and their added attention will increase the amount they are able to learn and retain as well.

### HOW do I use this strategy?

This is one of the easiest ESOL strategies to use, especially with the constant and instant **access to the internet**. With how easy it can be to implement this strategy, teachers can use this in every single lesson they teach, regardless of other ESOL strategies being used. Below are some simple suggestions of ways to incorporate visuals into typical lessons.

- Whenever there is a vocabulary word being discussed, whether new or familiar, pull up a photograph or picture of the concept from a simple **Google Image** search.
- When working on a word problem during math instruction, include a **visual representation** of the problem through a drawing.
- Instead of just telling students what materials they will need for a lesson, **show them** the materials they will need as well by holding them up.
- Have students **draw pictures** to express what they learned after a lesson.
- Do a search on **YouTube** for a video that goes along with a **content lesson**.



Figure A9

Sheltered Strategies Toolkit

# Anchor Charts.

### WHY should I use this strategy?

Anchor charts are very effective in teaching EBs for two main reasons. First, anchor charts are usually a **type of visual** that the whole class creates together with the guidance of the teacher. The visual aspect and the whole-group contribution allows students to feel an attachment for the anchor chart and thus creates a deeper understanding for the content. Students get to be a part of the process, and this is always better than expecting students to just sit still and listen. The other reason anchor charts are very effective is because after an anchor chart is created, it is **left up in the classroom** in a place where students can look at it when they need or want to. Students are more likely to utilize this resource because they fully understand it after contributing to its creation, and often these can apply to many lessons within a content area or even be cross-curricular. Students are more and more familiar every time they are asked to refer to the anchor chart, and this helps EB students because they only have to work to make sense of the language used in the anchor chart once, but it will help them understand content many times.

### HOW do I use this strategy?

Anchor charts are meant to be **created as a whole class**, and then **displayed** somewhere in the classroom after it is completed. Sometimes, anchor charts will be completed over a couple days, or even over the course of a unit, and they can be used to teach or any content area. My first suggestion to any teacher wanting to create an anchor chart would be to do an internet search for anchor charts of the exact topic and grade level; so many teachers use anchor charts that there is no reason to reinvent the wheel. Great ideas already exist, and it is easy to look and find inspiration or ideas.

Even though anchor charts are going to be created as a class, the teacher should still have an idea of everything that should go on the anchor chart and what it will look like. For example, if the anchor chart is about transition words to start sentences in writing, the teacher should compile a list of all of the words/sentence starters that the students need to know. This will help the teacher **be prepared** in case students are participating differently than expected. If the design of the anchor chart is complex, there may be small parts to create before the lesson begins, such as a necessary picture or straight lines.

Figure A10



Sheltered Strategies Toolkit

## Language Development Strategies.

In this section are some of the strategies for helping emergent bilinguals develop their English language during content instruction. Much of the emphasis during content instruction is for students to learn the content, but there are a lot of opportunities within content lessons for students to develop their use of English. The following strategies are ones that any teacher can implement in the classroom to benefit emergent bilinguals.

### Sentence Frames

**WHAT** is this strategy?

Sentence frames are a tool provided to students that have the the outline of a sentence that answers a question or prompt, and has blanks for students to fill in with their own thinking and ideas. Sentence frames can be used for oral or written language, and can be created to serve emergent bilinguals at a variety of levels.

LEARN MORE

### Language Objectives

**WHAT** is this strategy?

Language objectives are a statement aligned with English Language Proficiency (ELP) standards that allow students and teachers to understand the language expectations and demands of a content lesson. Language objectives are comparable to learning targets or objectives, which are designed by teachers based on state standards for content area, and can actually be used in conjunction with those learning targets in the same lessons.

LEARN MORE

Figure A11

Sheltered Strategies Toolkit

## Language Objectives.

### WHY should I use this strategy?

Language objectives are designed to be used in conjunction with **content learning objectives** in order to ensure that the students and the teacher understand the **language expectations** in each lesson. Language is being used by teachers and students in every single lesson no matter the content, but when teachers do not recognize the language demands of their lesson, emergent bilinguals are not being treated equitably because they have to overcome the language barriers without supports and guess at what is expected of them. Language objectives help teachers keep the language demands of their lessons in mind and allow them to continue supporting emergent bilinguals to learn the content and gain the specific language skills and abilities integrated into the lesson simultaneously.

Language objectives are emphasized greatly by the instructional model known as **SIOP** (Sheltered Instruction Observation Protocol).

### HOW do I use this strategy?

The first step for a teacher when creating language objectives is to identify the **language demands** within the lesson. The language demands can be categorized as either **language forms** or **language functions**, and both are important to know for creating the language objective. Language forms are the specific **grammatical or syntactical forms** that students are expected to use, such as a certain verb tense, pronouns, or even sentence structure. Language functions are the **way or reason for which the language is being used**, and can be for reasons such as to explain, sequence, or compare. More information and examples of language forms and functions is below.

After a teacher has identified the language form and function to be used in the lesson, the next step is to **format** these demands into an objective statement, which often has the following outline:  
 "Students will be able to (language function) ... using (language form)."

Here is an example of a completed language objective:  
 "Students will be able to describe a time when they were really excited about something using the irregular past tense verb 'was'."

#### Language Forms

The **grammatical structures** of words or phrases is called the language form, although sometimes referred to as the "language structure", and they will always exist in some form or another in every lesson. It can be difficult in the beginning for a teacher to be able to identify those language forms in their lessons, especially if the lessons are content-area instruction, but the truth is that students are always expected to produce language in some capacity. Having a

#### Language Functions

Language use *always* has a **purpose or a goal**, and this purpose is called the language function. Any time a student is using language in the classroom, they are performing a language function, and it is important for teachers to know what that function is to be able to support it. Language functions tend to be a little more straightforward to identify, and there is also a more limited list of potential uses for language than there is for language forms. Knowing the

Figure A12